

IOWA'S ADULT LITERACY PROGRAM

ANNUAL
BENCHMARK
REPORT

**Program Year 2005
July 1, 2004 – June 30, 2005**

Iowa Department
of Education

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Des Moines, Iowa
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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present the Program Year 2005 report on Iowa's adult literacy program benchmarks. The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (e.g. The Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

The Iowa basic skill core percentage benchmarks were established utilizing the Adult Education Government Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2)(B)] also authorizes the Iowa Department of Education to identify additional indicators of performance for Iowa's adult literacy program and literacy activities. The additional indicators established for Iowa's adult literacy program were: (1) pre/post assessment percentage rates for the three major adult literacy instructional programs which are adult basic education (ABE), adult secondary education (ASE), and English-as-a-second language (ESL), (2) Iowa's GED pass rate, and (3) the increase in the number of issued basic skill certificates.

HISTORY AND OVERVIEW OF THE NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is a project to develop an accountability system for the federally funded adult basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

History Of The NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of federal programs. During this time, all publicly funded programs and agencies faced increasing pressures to demonstrate that they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act. GPRA required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult literacy education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult literacy education at the state and federal levels were demanded to demonstrate its importance as a separate education program. There were similar demands raised at the state level. In response to these demands, the state directors of adult basic education asked the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL) to work toward developing a national system for collecting information on adult literacy education student outcomes.

To meet this request, USDE:DAEL devoted its March 1996 national meeting of state directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult basic education program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 USDE:DAEL national meeting, a broad group of adult literacy education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998, when the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult literacy education programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

NRS Project Activities

The goals of the NRS project were to establish a national accountability system for adult literacy education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures. The project was designed to conduct these activities in three phases.

The first phase, *standardization*, involved the development of standard measure definitions for state and local programs, standard data collection methodologies, and software standards for automated data reporting. In the summer of 1998, interim software standards were established, methodologies were identified for pilot testing and draft definitions for use in the pilot test were distributed to adult basic education stakeholders.

The *pilot test* was the second phase of the project and was designed to have a small number of volunteer states and local programs test the draft measure definitions and proposed methodologies under realistic conditions. The pilot assessed whether the draft measure definitions worked or needed refinement, as well as the costs, burden, and other difficulties in collecting the data using the proposed methodologies. The pilot test was completed in January 1999. Measures and methodologies were revised based on the pilot test.

The third phase of the project, *training and technical assistance*, beginning in the summer of 1999, with state and local program implementation of the NRS. The different types of assistance included instructional training packets that were suitable for states to use in a "train the trainer" environment; technology-based materials for state and local staff that explained the NRS measures and methods; and individual technical assistance to states to support their implementation efforts.

Throughout the course of the project, an advisory board consisting of state directors of adult basic education, representatives from volunteer provider agencies, directors of local adult literacy education programs and experts on accountability systems, guided the project, meeting three times between December 1997 and March 1999.

OVERVIEW OF THE NRS MEASURES AND METHODS

The outcome from the first two phases of the NRS project was the development of measurement definitions, methodologies and reporting formats for the NRS, which become effective for the program year beginning July 1, 2000. The pilot phase also produced an overall framework of NRS operation at the local, state and Federal levels.

NRS Measures

The *requirements of WIA, consensus* among the stakeholders and advisory board members, and the *need for uniform valid and reliable data* were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to *accommodate the diversity* of the adult literacy education delivery system and the need for *compatibility of the definitions* with related adult literacy education and training programs.

As a state-administered program, the nature of adult literacy education service delivery varies widely across states in its goals, objectives and the resources available to states to collect and report data. It was especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult literacy education works have systems of accountability and outcome measures.

To ensure this accommodation to the diverse delivery system and compatibility with related systems, NRS staff conducted a thorough review of measure definitions planned or in use currently by all states and all federal employment and training programs. To identify state measures used, for example, NRS staff conducted an evaluability assessment of all states in early 1998 and obtained copies of measure definitions from states that had their own measures. In addition, NRS staff reviewed the existing measure definitions used for USDE:DAEL's Annual Statistical Performance Report and measures and definitions used by the Department of Education for Title I of WIA.

The NRS includes two types of measures (1) core, and (2) secondary. The core measures apply to all adult basic education students receiving 12 or more hours of service. There are three types of core measures:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures**, including student demographics, reasons for attending and student status; and
- **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures and awarding of incentive grants will be tied to these performance standards.

The NRS *secondary* measures include additional outcome measures related to employment, family and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy education programs. States are *not required to report on the secondary measures* and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. While by no means the only measures that could be used to evaluate adult literacy education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 1 shows how the measures relate to these requirements and goals for adult literacy education stated in the legislation.

Exhibit 1

Goals And Core Indicators Of The Adult Education And Family Literacy Act And NRS Core Outcome Measures

Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act	National Reporting System Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	<ul style="list-style-type: none"> • Educational gain (achieve skills to advance one or more educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> • Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> • Receipt of a secondary school diploma or pass GED tests.

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels of English-as-a second language students (ESL). Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on student's instructional needs and goals.

Exhibit 2 depicts the relationship among the major instructional programs and the educational functioning levels within each major instructional program. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills. (See Appendix A for a description of the educational functioning level descriptors).

Exhibit 2

Relationship Between Instructional Programs And Educational Functional Levels

Instructional Program	Educational Functioning Level	CASAS Level	CASAS Standard Score Range
Adult Basic Education (ABE)	ABE Beginning Literacy	Level A	Under 200
	ABE Beginning Basic Education	Level B	201 to 210
	ABE Intermediate Low	Level B	211 to 220
	ABE Intermediate High	Level C	221 to 235
Adult Secondary Education (ASE)	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
ESL/ESL/ Citizenship (ESL)	ESL Beginning Literacy	Level A	165 to 180
	ESL Beginning	Level A	181 to 200
	ESL Intermediate Low	Level B	201 to 210
	ESL Intermediate High	Level B	211 to 220
	ESL Advanced Low	Level C	221 to 235

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for pre/post assessment strategies. The State of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

The remaining core outcome measures are *follow-up* measures, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment—whether the student obtained a job by the end of the first quarter after leaving; and retained employment—whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential. [See Appendix B for Iowa's NRS Report for Program Year 2005.]

A summary of the NRS core outcome measures follows:

- **Performance Measure I – Demonstrated Improvement in Literacy Skills: Sub Measures**
 - **Adult Basic and Secondary Education:** The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed. The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

- **English Literacy or English as-a-Second Language:** The percentage of enrolled adults in English Literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled. English Literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.
- **Performance Measure II – High School Completion:** The percentage of enrolled adults with a high school completion goal who earned a high school diploma or GED.
- **Performance Measure III – Entered Postsecondary Education or Training:** The percentage of enrolled adults with a goal to continue their education who enter postsecondary education or training.
- **Performance Measure IV – Entered Employment:** The percentage of enrolled and unemployed adults (in the workforce) with an employment goal who were employed at the end of first quarter after they exited the adult literacy program.
- **Performance Measure V – Retained Employment:** The percentage of enrolled adults with: (1) a job retention goal at the time of enrollment, and (2) those adults with an employment goal who: (a) obtained work by the end of the first quarter after leaving the adult literacy program, and (b) were employed at the end of the third quarter after exiting the program.

IOWA’S ADULT LITERACY PROGRAM CONTINUOUS IMPROVEMENT BENCHMARK MODEL

The Iowa Department of Education, in conjunction with the community college based adult literacy program, researched, developed and implemented the Iowa adult literacy continuous improvement benchmark model (IALCIBM) during Program Years 2002-2003.¹ The purpose of the CIBM was to provide Iowa’s adult literacy program with a field based process to realistically set and achieve local/state benchmark levels for the NRS and state mandated outcomes.

The IALCIBM characteristics are:

- * Reflects local/state program instructional goals and desirable benchmark outcomes.
- * Constantly evolving to incorporate updated trends, innovations, new strategies, changes in state/federal reporting requirements, etc. The model is not static nor are the principles upon which the model is based “cast in concrete”.
- * Process oriented as opposed to product oriented (e.g. model is designed to outline process approach to benchmark projections utilizing different types of product based documentation).
- * Flexible, adaptable and adoptable to meet local/state program, agency or organizational unique needs.
- * Practitioner based, realistic and easily understood by ABE program directors and staff.
- * Comprehensive with all model component parts integrated to form the complete model.

¹ A complete PowerPoint presentation describing the Iowa adult literacy continuous improvement benchmark model is available at <http://www.readiowa.org>.

The IALCIBM consists of seven (7) action steps designed to assist a local or state adult literacy program project realistic and attainable benchmark projections. The seven (7) steps are:

- * Step 1: plan a strategy,
- * Step 2: collect data,
- * Step 3: analyze data,
- * Step 4: identify program strengths and weaknesses,
- * Step 5: identify solutions,
- * Step 6: implement action plan,
- * Step 7: measure benchmark improvement.

Since the implementation of the IALCIBM in Program Year 2003, the local/state adult literacy programs are utilizing the model to project and attain realistic program benchmarks. The IALCIBM will continue to be refined and improved over the next several program years.

IOWA'S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System, has adopted the CASAS based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance in relation to specific benchmark attainment criteria that the Iowa Department of Education negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally mandated NRS Performance Report and to meet the accountability mandates delineated in the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information. The two documents are: (1) *Iowa TOPSpro Data Dictionary* and (2) *TOPSpro/NRS Coding Guidelines*.

The main purpose of the *Iowa TOPSpro Data Dictionary* is to provide statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms. This document is designed to serve as a companion to the *TOPSpro Technical Manual* produced by CASAS. The data dictionary integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates. The *Dictionary* is updated on a yearly basis.

The main purpose of the *TOPSpro/NRS Coding Guidelines* is to provide Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure. The document is designed to serve as a supplement to the *Iowa TOPSpro Data Dictionary*.

A comprehensive staff development plan has been initiated to provide technical assistance to local program regarding: (1) TOPSpro software training, (2) NRS updates, (3) state policy updates. A series of tri-fold staff development seminars are held each fall and spring to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro Records' Specialists. These workshops are conducted by Iowa's CASAS certified state/national TOPSpro trainer.

The documents and staff development seminars are revised on a bi-yearly basis to reflect changes in: (1) updated versions of the TOPSpro software, (2) changes in NRS requirements, and (3) state level policy changes. Given the amount of documentation and staff development opportunities available for Iowa's local ABE programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

IOWA'S ADULT LITERACY PROGRAM BENCHMARKS

This section is designed to report on Iowa's statewide adult literacy program benchmark results for Program Year 2005 (July 1, 2004 through June 30, 2005). This section provides a review of the tables and exhibits which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) pre/post assessment, (2) educational gain, (3) adult learner follow-up measures, (4) number of basic literacy skills certificates issued, and (5) GED pass rate. The section titled "Iowa's State Adult Literacy Benchmark" provides an overall state literacy benchmark to be achieved by 2010. This benchmark statement was designated as the literacy benchmark to be incorporated in the overall Iowa Community College benchmark document.

Iowa's State Adult Literacy Benchmark

Background

Approximately 36-39% (N=800,000) of Iowa's adult population ages 16+ perform in the two lowest levels of literacy proficiency as documented by the Iowa State Adult Literacy Survey (IASALS) conducted in 1992. Adults who score in the two lowest levels of literacy proficiency do have limited literacy skills. However, they are not likely to be able to perform the range of complex tasks that the National Education Goals Panel considers important from competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship. By the same token, approximately 61-65% (N=1,287,000) of Iowa's adult population ages 16+ perform in the highest three levels of literacy proficiency as documented by the IASALS. The National Education Goals Panel considers adults functioning in the three highest levels of literacy proficiency as possessing the necessary skills to successfully complete in a global economy and fully exercising the rights and responsibilities of citizenship.

A key indicator of Iowa's adult literacy proficiency level is educational attainment. Recent research studies have concluded that attained level of education is the best overall predictor of adult literacy proficiency levels. A trend analysis of the 1940-2000 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency decreased from 67% in 1940 to 14% in 2000. Therefore, a reasonable projection would forecast that the 2010 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 8-9 percent. A benchmark goal of attaining an 85-90% Iowa adult proficiency level by the year 2010 is a realistic and attainable goal.

Benchmark Goal

The overall Iowa benchmark literacy goal states that by the year 2010, 85-90% of Iowa's adult population will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The attainment of this goal is contingent on continuing to provide adult literacy classes, offered through Iowa's community colleges and related agencies, to Iowa's adult literacy target populations. The ability to quantify the attainment of this goal is through: (1) the number of Iowa High School Equivalency Diplomas issued on an annual basis, (2) the number of basic skills literacy certificates issued on an annual basis, and (3) a replication of the IASALS study in 2010 with appropriate comparisons made to the 1992 NALS study.

Benchmark Strategy

The following strategies must be implemented in order to obtain Iowa's adult literacy goal by 2010:

- The number of Iowa High School Equivalency Diplomas issued on an annual basis should approximate a range of 5,000-5,200. A trend analysis of the number of Iowa High School Equivalency Diplomas issued between Calendar Years 1980-2004 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Literacy Skills Certificates issued on an annual basis should approximate a range of 5,000-6,000. A trend analysis of the number of Iowa basic literacy skills certificates issued between Program Years 1998-2004 indicates this objective can be successfully accomplished.
- The 1992 IASALS study should be replicated in 2010. The results should be compared with the 1992 IASALS study results. This comparison strategy will provide a 20 year comparison between the 1992 and 2010 IASALS study to determine the amount of progress in achieving the benchmark goal.

Overview Of State Level Results

The nineteen benchmark (5 state mandated and 14 federally mandated) results for Iowa's adult literacy program are presented in Tables 1-4. **Table 1** depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments. The results are as follows:

- a total of **82%** learners received pre-post assessments in the Adult Basic Education instructional program which represents a decrease of **9%** over Program Year 2004 (91% for Program Year 2004);
- a total of **92%** learners received pre-post assessments in the Adult Secondary Education instructional program which represents a decrease of **4%** over Program Year 2004 (96% for Program Year 2004);
- a total of **65%** learners received pre-post assessments in the English-as-a Second Language instructional program which represents a decrease of **4%** over Program Year 2004 (69% for Program Year 2004);
- a total of **79%** learners received pre-post assessments across the three instructional programs which represented an overall decrease of **6%** over Program Year 2004 (85% for Program Year 2004);
- the overall 79% pre-post assessment percentage rate exceeded the Program Year 2005 negotiated target standard of **71%** by **8%**.

The overall results indicated that Iowa's adult literacy program pre/post assessment benchmark attainment decreased from 85% for Program Year 2004 to 79% for Program Year 2005. This comparison indicated an overall reduction of 6%. The most significant decrease (9%) was in the adult basic education instructional program. **A major program focus for Program Year 2006 is to significantly increase the pre/post assessment percentages for all three instructional programs to the Program Year 2004 levels.**

Table 1

**Pre/Post Assessment Percentage
By Instructional Program And Educational Functioning Level**

Instructional Program	Educational Functioning Level	*Total Enrollment	**Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Adult Basic Education (ABE)	Beginning Literacy ABE	326	271	83%
	Beginning Basic Education ABE	382	285	75%
	Low Intermediate ABE	1,045	797	76%
	High Intermediate ABE	3,729	3,154	85%
	Subtotal	5,482	4,507	82%
Adult Secondary Education (ASE)	Low Adult Secondary Education	1,964	1,783	91%
	High Adult Secondary Education	628	599	95%
	Subtotal	2,592	2,382	92%
English-as-a-Second Language (ESL)	Beginning Literacy ESL	488	231	47%
	Beginning ESL	1,316	826	63%
	Low Intermediate ESL	901	655	73%
	High Intermediate ESL	637	440	69%
	Low Advanced ESL	573	391	68%
	Subtotal	3,915	2,543	65%
	Total	11,989	9,432	79%

* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2005; Table 4, Column B; State Aggregated Report.

** **Source:** Iowa's National Reporting System (NRS) report for Program Year 2005; Table 4B, Column B; State Aggregated Report.

Table 2 presents a performance comparison for the between the negotiated percentage and the attained percentage for the five state level benchmarks. **The overall results indicated the attained percentages met or exceeded the negotiated percentages by a significant margin.** The specific results are as follows:

- The results of the pre/post assessment percentage increases are delineated in the description of Table 1.
- The GED pass rate of 98% exceeded the projected pass rate of 94% by four percentage points.
- The number of basic skills certificates issued for Program Year 2005 will serve as the base year for establishing a percent increase for the number of basic skill certificates issued from Program Year 2006 to Program Year 2007.²

² Refer to the report titled **Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005** for Iowa's basic literacy skills certification program statistics. This report is available at <http://www.readiowa.org>.

Table 2

**Performance Comparison Of Iowa’s Adult Literacy Program
For Pre/Post Assessment, GED Pass Rate And Percentage
Increase In Basic Skills Certificates**

STATE BENCHMARKS	* Negotiated Percentage	** Attained Percentage
Pre/Post Assessment by Instructional Program		
Adult Basic Education (ABE)	82%	82%
English-as-a-Second-Language (ESL)	45%	65%
Adult Secondary Education (ASE)	86%	92%
OTHER STATE BENCHMARKS		
GED Pass Rate	94%	98%
Basic Skills Credential Increase from Program Year 2004 to Program Year 2005	NA	NA

* **Source:** *Iowa’s State Plan for Adult Basic Education Extension: Program Year 2005.*

** **Source:** *Iowa’s National Reporting System (NRS) Report for Program Year 2005: Table 4, Column B and Table 4B, Column B.*

Table 3 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels for total enrollment and (3) the attained benchmark levels with pre-post assessment for the NRS core measure of Educational Gain. The results indicated that **consistently higher benchmarks percentages were achieved across all three instructional programs for those learners who received pre-post assessments.** The results are as follows:

- The Iowa statewide adult literacy program met or exceeded **7 out of 10 (70.00%)** educational gain benchmarks when calculated against total enrollment.
- The Iowa statewide adult literacy program met or exceeded **9 out of 10 (90.00%)** educational gain benchmarks when calculated against those adult learners who were pre-post assessed.

Table 3 also indicated the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels for both the “Total Enrollment” and “Pre-Post Assessment” categories. The educational functioning levels of “Beginning Literacy ESL”, “Beginning ESL” and “Low Advanced ESL” **did not meet** the negotiated benchmark levels for the “Total Enrollment” category. The educational functioning level of “Low Advanced ESL” **did not meet** the negotiated benchmark level for the “Pre/Post Assessment” category. The educational functioning level of “Low Advanced ESL” **did not meet** the negotiated benchmark level for either category.³

³ *The federal criteria to determine whether educational gain benchmarks were successfully achieved is calculated against the “Total Enrollment” category as opposed to the “Pre/Post Assessment” category. Given this criteria, Iowa met or exceeded 7 of 10 (70.00%) of the educational gain benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 9 of 10 (90.00%) of the educational gain benchmarks.*

Table 3

**Percentage Comparison Of Iowa’s Adult Literacy Program
Performance Measures For NRS Core Indicator #1**

Core Indicator #1 [Educational Gain]: Demonstrated improvements in literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills.

Instructional Program	Educational Functioning Level	*Negotiated %	**Total Enrollment %	***Pre/Post Assessment %
Adult Basic Education (ABE)	Beginning Literacy	37%	40%	48%
	Beginning Basic Education ABE	40%	48%	64%
	Low Intermediate ABE	45%	53%	70%
	High Intermediate ABE	45%	60%	71%
Adult Secondary Education (ASE)	Low Adult Secondary Education	50%	77%	85%
English-as-a-Second Language (ESL)	Beginning Literacy ESL	45%	41%	86%
	Beginning ESL	40%	37%	60%
	Low Intermediate ESL	40%	46%	63%
	High Intermediate ESL	40%	42%	61%
	Low Advanced ESL	40%	25%	36%

The **Bold** percentages indicate the educational functioning levels where the achieved benchmarks for either the “Total Enrollment” category or the “Pre/Post Assessment” category **did not meet the negotiated percentage**. The “Total Enrollment” category is the criteria by which the USDE:DAEL determines whether Iowa did or did not achieve a benchmark for any given educational functioning level. The “Pre/Post Assessment” category is the criteria used by the state of Iowa to determine if benchmarks were successfully achieved for any given educational functioning level.

***Source:** *Iowa’s State Plan for Adult Basic Education: Fiscal Years 2000-2005.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

****Source:** Iowa’s National Reporting System (NRS) report for Program Year 2005 Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment.

*****Source:** Iowa’s National Reporting System (NRS) report for Program Year 2005 Table 4B, column H. This column represents the percent of total enrollees who were pre/post accessed with pared scores and completed each educational functioning level.

Table 4 presents a comparison of the percentage relationship between: (1) the negotiated benchmark levels, and (2) the attained benchmark levels for the NRS core follow-up measures. The Iowa statewide adult literacy program met or exceeded **4 out of 4 (100%)** NRS core follow-up benchmarks. The results indicate that the **attained percentages exceeded the negotiated percentages by significant margins for the four follow-up measures.**

Table 4

Percentage Comparison Of Iowa’s Adult Literacy Program Performance Measures for NRS Core Indicator #2

Core Indicator #2 [Follow-up Measures]: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Follow-up Measure	*Negotiated Percent	**Attained Percent
Entered Employment ¹	63%	72%
Retained Employment ¹	78%	87%
Obtained a GED or Adult Secondary School Diploma ²	55%	85%
Entered Postsecondary Education or Training ³	35%	54%

***Source:** *Iowa’s State Plan for Adult Basic Education: Fiscal Years 2000-2005; Revised Table #12.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

****Source:** Iowa’s National Reporting System (NRS) report for Program Year 2005 Table 5, column G. This column represents the percent of total adult basic education enrollees who achieved each follow-up measure.

¹ The percentage attained data reported for the follow-up measures of “Entered Employment” and “Retained Employment” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Workforce Development’s base and benefits wage records for the period of July 1, 2004 through September 30, 2005 for the Entered Employment outcome measure and October 1, 2004 through September 30, 2005 for the Retained Employment outcome measure. This database is referenced as the Iowa Customer Tracking System.

² The percentage attained data reported for the follow-up measure of “Obtained a GED or Adult Secondary School Diploma” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and Iowa’s GED candidate data base at GEDScoring.COM.

³ The percent attained data reported for the follow-up measure of “Entered Postsecondary Education and Training” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Department of Education’s Community College Management Information System (MIS) for the first quarter of Program Year 2005 (July 1, 2005 -September 30, 2005).

The following is a summary of overall benchmark results:

- Iowa’s Adult Literacy program met or exceeded **5 out of 5 (100%)** of the state mandated benchmarks.
- Iowa’s adult literacy program met or exceeded **7 out of 10 (70%)** federally mandated NRS educational gain benchmarks according to federal calculation criteria (e.g. calculated against the “Total Enrollment” category).

- Iowa's adult literacy program met or exceeded **9 out of 10 (90%)** federally mandated NRS educational gain benchmarks if the "Pre/Post Assessment" category is utilized as the criteria for benchmark calculations.
- Iowa's adult literacy program met or exceeded **4 out of 4 (100%)** federally mandated core outcome measures.
- Iowa's adult literacy program met or exceeded **13 out of 14 (93%)** federally mandated NRS benchmarks.
- Iowa's adult literacy program met or exceeded **16 out of 19 (84%)** state and federal benchmarks according to the federal calculation criteria (e.g. calculating against the "Total Enrollment" category.)
- Iowa's adult literacy program met or exceeded **18 out of 19 (95%)** state and federal benchmarks if the "Pre/Post Assessment" category is utilized as the criteria for benchmark calculations.

Summary Of Iowa's Adult Literacy Program Benchmark Results

The central measures of Iowa's adult literacy program accountability system are: (1) pre/post assessment performance, (2) NRS core outcome measures, (3) number of issued basic literacy skills certificates, and (4) overall GED candidate pass rate. The five NRS core outcome measures address the requirements for core indicators of performance in the Adult Education and Family Literacy Act which is referenced as Title II of the Workforce Investment Act of 1998.

The Program Year 2005 data represents the fifth year (2001-2005) of reporting under the full requirements of the Adult Education and Family Literacy Act. The data from Program Year 2005 establishes performance benchmarks for each of the core outcome measures and will be used to evaluate continuous improvement efforts of Iowa's adult literacy program over the remaining years of AEFLA.

The data displayed in Exhibits 3-13 on each of the core outcome measures compare actual performance to targeted performance and provides state totals for the number of adults achieving each of the program outcomes. **The data indicated that statewide the performance on each of the core outcome measures met or exceeded the performance target for each measure except for a six percent decrease in the number of basic skill certificates issued.**

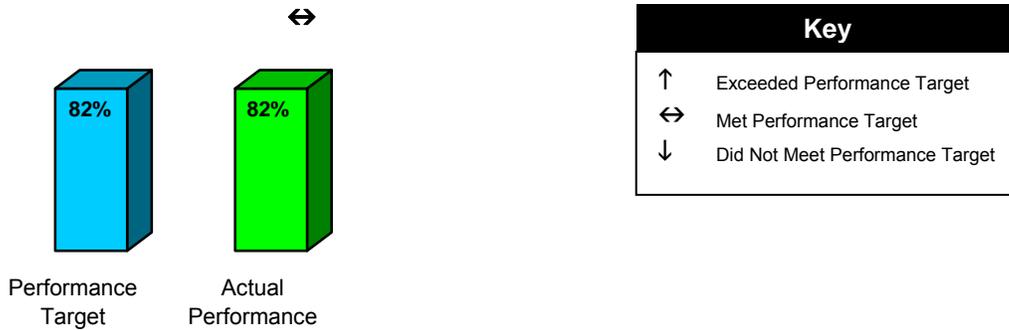
In each exhibit, Iowa's adult literacy program performance target is compared to its actual performance on each measure with an arrow located over the "Actual Performance" bar. The arrow indicates whether Iowa's adult literacy program met, exceeded or did not meet its performance target. The bullet identifies the number of enrolled adults achieving each outcome.⁴

⁴ *The format for this section of the report was adapted from the report titled Adult Education and Family Literacy Act: Report to Congress on State Performance, Program Year 2000-2001; pp. 7-11. This report was produced by the U.S. Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20002. The report is available on the Department's website at <http://www.ed.gov/about/offices/list/ovae/resource/aereport/aereport00-01.doc>.*

Exhibit 3

Pre/Post Assessment Percentage For Basic Literacy Skills

Percent of adults enrolled in the adult basic education instructional program who had paired test data.



- 4,507 enrollees were pre/post assessed in the adult basic education instructional program.

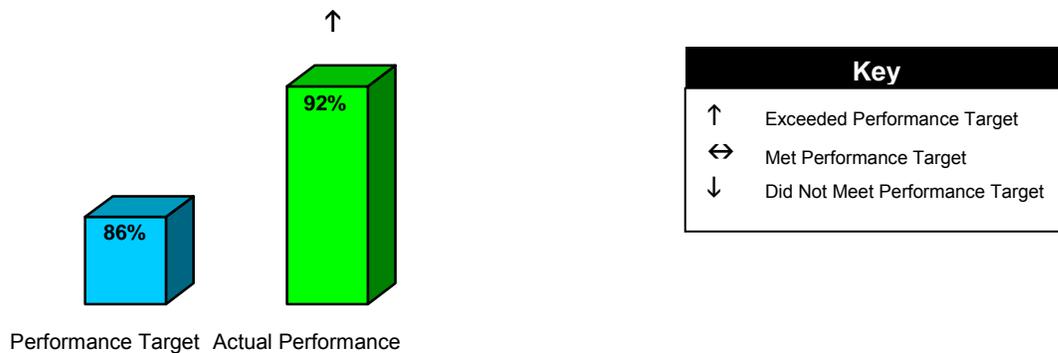
SOURCE: Program Year 2005 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 3 compares actual performance to targeted performance for the adult basic education instructional program pre/post assessment measure. Statewide, eighty-two percent of adults enrolled in the adult basic education instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

Exhibit 4

Pre/Post Assessment Percentage For Adult Secondary Education

Percent of adults enrolled in the adult secondary education instructional program who had paired test data.



- 2,382 enrollees were pre/post assessed in the adult secondary education instructional program.

SOURCE: Program Year 2005 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 4 compares actual performance to targeted performance for the adult secondary education instructional program pre/post assessment measure. Statewide, ninety-two percent of adults enrolled in the adult secondary education instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

Exhibit 5

Pre/Post Assessment Percentage For English Language Acquisition

Percent of adults enrolled in the English-as-a-Second Language instructional program who had paired test data.



- 2,543 enrollees were pre/post assessed in the English-as-a-Second Language instructional program.

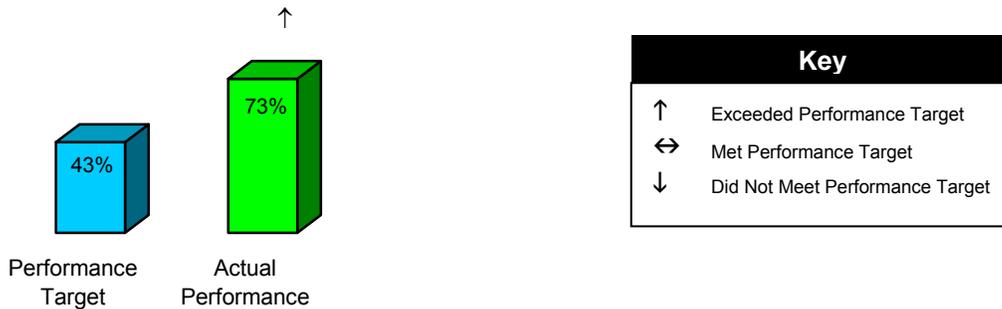
SOURCE: Program Year 2005 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 5 compares actual performance to targeted performance for the English-as-a-Second Language instructional program pre/post assessment measure. Statewide, sixty-five percent of adults enrolled in the English-as-a-Second Language instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

Exhibit 6

Education Gain For Basic Literacy Skills

Percent of adults enrolled in the adult basic education and adult secondary education instructional programs who had paired test data and acquired the level of basic literacy skills needed to complete an educational functioning level.



- 5,043 adult learners enrolled in the adult basic education and adult secondary education instructional programs completed an educational functioning level.

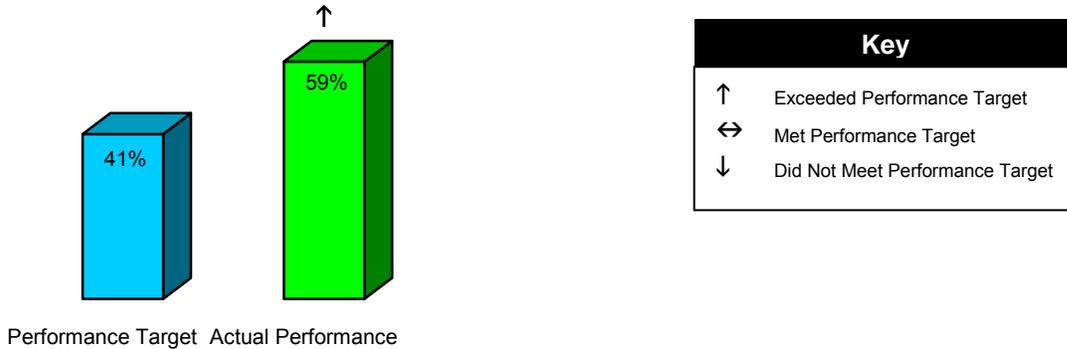
SOURCE: Program Year 2005 Annual Performance Report: Table 4, Columns D and H.

Exhibit 6 compares actual performance to average targeted performance for the basic skill educational gain measure. The “average performance target percentage” is the average of the five (5) NRS educational functioning levels performance target percentages which comprise the adult basic education and secondary education instructional programs. Statewide, seventy-three percent of adults enrolled in basic skills instruction (reading, numeracy, English language arts, problem solving, etc.) demonstrated improvement in basic skills and completed an educational functioning level. Each enrolled adult is initially placed (through formalized CASAS assessment) in one of five educational functioning levels, which are arranged in a hierarchy from beginning literacy to the high school level, and demonstrate educational gain through subsequent CASAS formal assessment.

Exhibit 7

Education Gain For English Language Acquisition Skills

Percent of adults enrolled in the English-as-a-Second Language instructional program who had paired test data and acquired the level of English language skills needed to complete an educational functioning level.



- 1,513 adult learners enrolled in the English-as-a-Second Language instructional programs completed an educational functioning level.

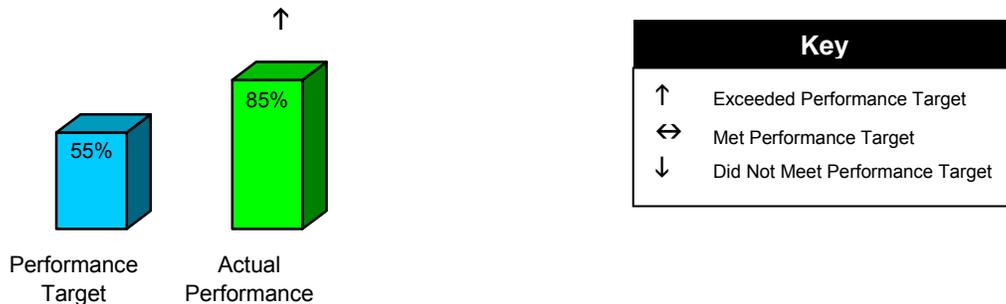
SOURCE: Program Year 2005 Annual Performance Report: Table 4, Columns D and H.

Exhibit 7 compares actual performance to average targeted performance for the English Literacy educational gain measure. The “average performance target percentage” is the average of the five (5) NRS educational functioning levels performance target percentages which comprise the English-as-a-Second Language instructional program. Statewide, fifty-nine percent of adults enrolled in English Literacy instruction demonstrated improvement in English language skills and completed an educational functioning level. Each enrolled adult is initially placed (through formalized CASAS assessment) into one of five educational functioning levels, which are arranged in a hierarchy of skills from non-speakers of English to highly proficient speakers of English and demonstrate English language acquisition through subsequent formal CASAS assessment.

Exhibit 8

Follow-up Measure For Iowa High School Equivalency Diploma

Percent of enrolled adults with a goal of earning an Iowa High School Equivalency Diploma (GED).



- 2,389 adults earned an Iowa High School Equivalency Diploma (GED).

SOURCE: Program Year 2005 Annual Performance Report: Table 5, Columns F and G.

Exhibit 8 compares actual performance to targeted performance for the high school equivalency completion measure. Statewide, eight-five percent of all enrolled adults with a high school completion goal obtained an Iowa High School Equivalency Diploma (GED).

Exhibit 9

Follow-up Measure For Entered Postsecondary Education And Training

Percent of enrolled adults with a goal to transition to postsecondary education or training who enrolled in a postsecondary education or training program after exiting the adult literacy program.



- 344 adults enrolled in postsecondary education or training.

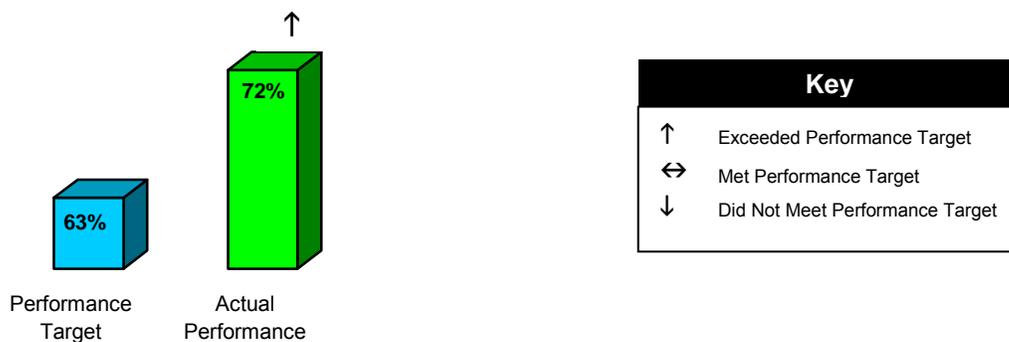
SOURCE: Program Year 2005 Annual Performance Report: Table 5; Columns F and G.

Exhibit 9 compares actual performance to targeted performance for the postsecondary education or training measure. Statewide, fifty-four percent of enrolled adults who had a goal of furthering their education after completing the Iowa adult literacy program transitioned into a postsecondary education or training program.

Exhibit 10

Follow-up Measure For Entered Employment

Percent of enrolled adults with an employment goal who were employed one quarter after exiting the adult literacy program.



- 583 adults were employed one quarter after exiting the adult literacy program

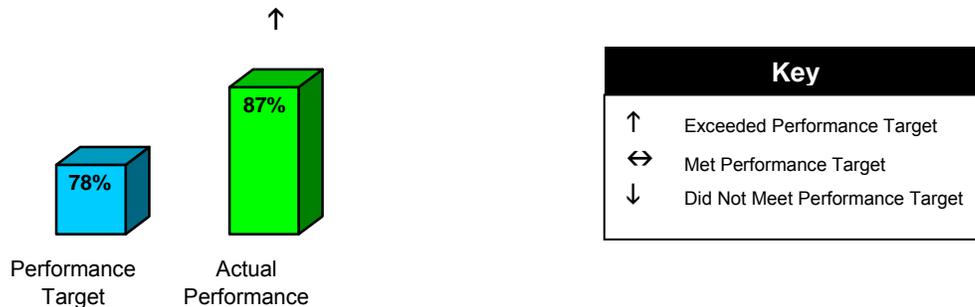
SOURCE: Program Year 2005 Annual Performance Report: Table 5; Columns F and G.

Exhibit 10 compares actual performance to targeted performance for the entered employment measure. Statewide, seventy-two percent of enrolled adults with an employment goal were employed one quarter after exiting the Iowa adult literacy program.

Exhibit 11

Follow-up Measure For Job Retention

Percent of enrolled adults with an employment goal of job retention who retained employment three quarters after exiting the adult literacy program.



- 874 adults retained employment three quarters after exiting the adult literacy program.

SOURCE: Program Year 2005 Annual Performance Report: Table 5: Columns F and G.

Exhibit 11 compares actual performance to targeted performance for the job retention measure. Statewide, eighty-seven percent of adults who had obtained a job one quarter after exiting the Iowa adult literacy program and/or enrolled in the program with a goal to retain or improve their job status were still employed three quarters after exiting the Iowa adult literacy program.

Exhibit 12

Basic Literacy Skills Certificates

Percent decrease in the number of basic literacy skills certificates awarded to adults enrolled in the adult literacy program.



- 6,306 basic literacy skills certificates were issued.

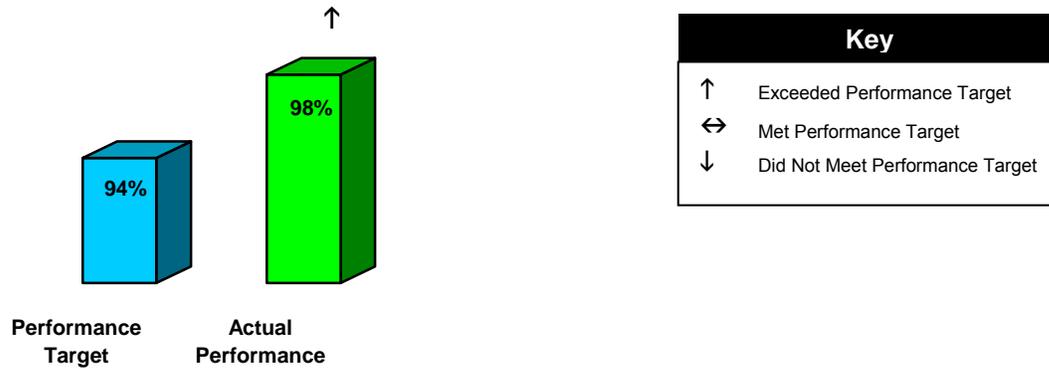
SOURCE: Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005

Exhibit 12 compares actual performance to targeted performance for the basic literacy skills certificate measure. Statewide, there was a six percent decrease in the number of basic skills certificates issued during Program Year 2005 over Program Year 2004.

Exhibit 13

Iowa High School Equivalency Diploma Pass Rate

Percent of General Educational Development (GED) candidates who successfully completed the GED 2002 test battery and received the Iowa High School Equivalency Diploma (GED diploma).



- 4,495 GED candidates earned an Iowa High School Equivalency Diploma.

SOURCE: Iowa official GED record database for Program Year 2005 located at the GEDScoring.COM website.

Exhibit 13 compares actual performance to targeted performance for the General Educational Development (GED) state pass rate measure. This performance measure includes the total number of GED candidates who successfully completed the GED 2002 test battery for Program Year 2005 vis-à-vis the number of enrolled adults in Iowa's adult literacy program who successfully completed the GED 2002 test battery. (See *Exhibit 8*). Statewide, ninety-eight percent successfully completed the GED 2002 test battery and received the Iowa High School Equivalency Diploma (GED based diploma).

State Benchmarks

Tables 5-10 present the state mandated benchmark performance results by community college district. A summary of the performance results is as follows:

- **Table 5** indicates that **8 out of 15 (53%)** community colleges met or exceed the pre/post assessment benchmark for the ABE instructional program;
- **Table 6** indicates that **13 out of 15 (87%)** community colleges met or exceed the pre/post assessment benchmark for the ASE instructional program;
- **Table 7** indicates that **15 out of 15 (100%)** community colleges met or exceed the pre/post assessment benchmark for the ESL instructional program;
- **Table 8** indicates that **13 out of 15 (87%)** community colleges met or exceed the pre/post assessment benchmark for the total enrollment of the three instructional programs.
- **Table 9** indicates that **15 out of 15 (100%)** community colleges met or exceeded the GED pass rate benchmark.
- **Table 10** indicated that **7 out of 15 (47%)** community colleges met or exceeded the issuance of basic skills certificates percentage increase from Program Year 2004 to Program Year 2005.

Table 5
Pre/Post Assessment Percentage By Instructional Program
Adult Basic Education

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (82%)
Northeast Iowa Comm. College	230	180	78%	-4%
North Iowa Area Comm. College	262	262	100%	18%
Iowa Lakes Community College	75	71	95%	13%
Northwest Iowa Comm. College	77	65	84%	2%
Iowa Central Comm. College	148	148	100%	18%
Iowa Valley Community College Dist.	365	289	79%	-3%
Hawkeye Comm. College	418	242	58%	-24%
Eastern Iowa Community College Dist.	860	684	80%	-2%
Kirkwood Community College	423	369	87%	5%
Des Moines Area Community College	1,017	865	85%	3%
Western Iowa Tech Comm. College	305	292	96%	14%
Iowa Western Comm. College	401	357	89%	7%
Southwestern Comm. College	102	78	76%	-6%
Indian Hills Comm. College	455	333	73%	-9%
Southeastern Comm. College	344	272	79%	-3%
Total	5,482	4,507	82%	0%

* **Source:** State Aggregated NRS Report for Program Year 2005: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2005: Table 4B, Column B.

Table 6**Pre/Post Assessment Percentage By Instructional Program****Adult Secondary Education**

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (86%)
Northeast Iowa Comm. College	93	82	88%	2%
North Iowa Area Comm. College	84	84	100%	14%
Iowa Lakes Community College	31	29	94%	8%
Northwest Iowa Comm. College	36	31	86%	0%
Iowa Central Comm. College	100	100	100%	14%
Iowa Valley Community College Dist.	83	70	84%	-2%
Hawkeye Comm. College	182	160	88%	2%
Eastern Iowa Community College Dist.	280	245	88%	2%
Kirkwood Community College	357	332	93%	7%
Des Moines Area Community College	330	298	90%	4%
Western Iowa Tech Comm. College	231	229	99%	13%
Iowa Western Comm. College	278	273	98%	12%
Southwestern Comm. College	61	52	85%	-1%
Indian Hills Comm. College	259	228	88%	2%
Southeastern Comm. College	187	169	90%	4%
Total	2,592	2,382	92%	6%

* **Source:** State Aggregated NRS Report for Program Year 2005: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2005: Table 4B, Column B.

Table 7**Pre/Post Assessment Percentage By Instructional Program****English-as-a-Second Language**

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (45%)
Northeast Iowa Comm. College	92	70	76%	31%
North Iowa Area Comm. College	65	65	100%	55%
Iowa Lakes Community College	22	18	82%	37%
Northwest Iowa Comm. College	95	70	74%	29%
Iowa Central Comm. College	334	334	100%	55%
Iowa Valley Community College Dist.	584	278	48%	3%
Hawkeye Comm. College	253	164	65%	20%
Eastern Iowa Community College Dist.	325	173	53%	8%
Kirkwood Community College	313	238	76%	31%
Des Moines Area Community College	991	583	59%	14%
Western Iowa Tech Comm. College	371	264	71%	26%
Iowa Western Comm. College	75	63	84%	39%
Southwestern Comm. College	25	14	56%	11%
Indian Hills Comm. College	298	169	57%	12%
Southeastern Comm. College	72	40	56%	11%
Total	3,915	2,543	65%	20%

* **Source:** State Aggregated NRS Report for Program Year 2005: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2005: Table 4B, Column B.

Table 8**Pre/Post Assessment Percentage By Instructional Program****Total Enrollment**

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (71%)
Northeast Iowa Comm. College	415	332	80%	9%
North Iowa Area Comm. College	411	411	100%	29%
Iowa Lakes Community College	128	118	92%	21%
Northwest Iowa Comm. College	208	166	80%	9%
Iowa Central Comm. College	582	582	100%	29%
Iowa Valley Community College Dist.	1,032	637	62%	-9%
Hawkeye Comm. College	853	566	66%	-5%
Eastern Iowa Community College Dist.	1,465	1,102	75%	4%
Kirkwood Community College	1,093	939	86%	15%
Des Moines Area Community College	2,338	1,746	75%	4%
Western Iowa Tech Comm. College	907	785	87%	16%
Iowa Western Comm. College	754	693	92%	21%
Southwestern Comm. College	188	144	77%	6%
Indian Hills Comm. College	1,012	730	72%	1%
Southeastern Comm. College	603	481	80%	9%
Total	11,989	9,432	79%	8%

* **Source:** State Aggregated NRS Report for Program Year 2005: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2005: Table 4B, Column B.

Table 9**GED Pass Rate Percentage By Community College District**

Community College District Name	Passed	Non-Passed	Percent Passed	% Below or Above State Benchmark (94%)
Northeast Iowa Comm. College	141	6	96	2%
North Iowa Area Comm. College	105	3	97	3%
Iowa Lakes Community College	70	0	100	6%
Northwest Iowa Comm. College	31	0	100	6%
Iowa Central Comm. College	365	8	98	4%
Iowa Valley Community College Dist.	192	7	97	3%
Hawkeye Comm. College	196	1	99	5%
Eastern Iowa Community College Dist.	634	3	99	5%
Kirkwood Community College	484	4	99	5%
Des Moines Area Community College	889	16	98	4%
Western Iowa Tech Comm. College	330	5	99	5%
Iowa Western Comm. College	376	5	99	5%
Southwestern Comm. College	71	0	100	6%
Indian Hills Comm. College	259	5	98	4%
Southeastern Comm. College	352	8	98	4%
Total	4,495	71	98	4%

Source: GED Pass Rate Report: GEDScoring.COM

Table 10**Basic Skills Certificate Percentage Decrease/Increase
From Program Year 2004 to Program Year 2005**

Community College District Name	Certificates Issued PY 04	Certificates Issued PY 05	Percentage Decrease/ Increase
Northeast Iowa Comm. College	195	234	+20%
North Iowa Area Comm. College	254	192	-24%
Iowa Lakes Community College	204	71	-65%
Northwest Iowa Comm. College	130	69	-47%
Iowa Central Comm. College	1,160	423	-64%
Iowa Valley Community College Dist.	406	537	+32%
Hawkeye Comm. College	170	214	+26%
Eastern Iowa Community College Dist.	714	624	-13%
Kirkwood Community College	780	656	-16%
Des Moines Area Community College	569	756	+33%
Western Iowa Tech Comm. College	427	446	+4%
Iowa Western Comm. College	276	759	+175%
Southwestern Comm. College	138	120	-13%
Indian Hills Comm. College	640	722	+13%
Southeastern Comm. College	674	483	-28%
Total	6,737	6,306	-6%

Source: Iowa's Community College Basic Literacy Skills Credential Program Years 2004-2005.

Educational Gain Benchmarks

The NRS Educational Gain core measures are presented in Tables 11-20. The NRS definition of Educational Gain states “the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program”. To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. An “advance” or “completion” is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

The data presented in Tables 11-20 provide the benchmark percentage comparisons for each major instructional program and each educational functioning level within each instructional program for all local programs and the state. *(Refer to Exhibit 2 for a chart depicting the relationship between instructional programs and educational functioning levels).*

Adult Basic Education and Adult Secondary Education Benchmarks

The data displayed in Tables 11-15 provide the benchmark percentage comparisons for the Adult Basic Education instructional program and the four (4) educational functioning levels designated for this instructional program. The overall results indicated that the **overall state benchmarks for the four educational functioning levels met or exceeded the negotiated benchmarks.**

A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated the following results:

- **Table 11 - ABE Beginning Literacy:** The Program Year 2004 benchmark attainment was **47%** as compared to Program Year 2005 benchmark attainment of **48%** which exceeded the negotiated benchmark attainment level of **37%** for Program Year 2005 by **11%**. This benchmark was met or exceeded by 11 out of 15 **(73%)** community colleges.
- **Table 12 - ABE Beginning Basic:** The Program Year 2004 benchmark attainment was **52%** as compared to Program Year 2005 benchmark attainment of **64%** which exceeded the negotiated benchmark attainment level of **40%** for Program Year 2005 by **24%**. This benchmark was met or exceeded by 14 out of 15 **(93%)** community colleges.
- **Table 13 - ABE Low Intermediate:** The Program Year 2004 benchmark attainment was **52%** as compared to Program Year 2005 benchmark attainment of **70%** which exceeded the negotiated benchmark attainment level of **45%** for Program Year 2005 by **25%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges.
- **Table 14 - ABE Intermediate High:** The Program Year 2004 benchmark attainment was **61%** as compared to Program Year 2005 benchmark attainment of **71%** which exceeded the negotiated benchmark attainment level of **45%** for Program Year 2005 by **26%**. This benchmark was met or exceeded by 14 out of 15 **(90%)** community colleges.
- **Table 15 - ASE Low:** The Program Year 2004 benchmark attainment was **77%** as compared to Program Year 2005 benchmark attainment of **85%** which exceeded the negotiated benchmark attainment level of **58%** for Program Year 2005 by **35%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** Community Colleges. This table provides the benchmark percentage comparison for the Adult Secondary Education instructional program and the educational functioning level designated for this instructional program. *(Exhibit 2 indicates two educational functioning levels for the Adult Secondary Education instructional program. However, the U.S.*

Department of Education only negotiated a benchmark percentage for the educational functioning level designated as “ASE Low”. The “ASE High” educational functioning level is assumed to be the same level as the number of candidates who receive the state GED credential. This benchmark is referenced in the follow-up core benchmarks).

Table 11

Benchmark Comparison For Educational Functioning Level ABE Beginning Literacy

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Literacy

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (37%)
Northeast Iowa Comm. College	16	8	50%	13%
North Iowa Area Comm. College	69	37	54%	17%
Iowa Lakes Community College	1	1	100%	63%
Northwest Iowa Comm. College	17	8	47%	10%
Iowa Central Comm. College	2	1	50%	13%
Iowa Valley Community College Dist.	36	10	28%	-9%
Hawkeye Comm. College	7	4	57%	20%
Eastern Iowa Community College Dist.	9	7	78%	41%
Kirkwood Community College	40	14	35%	-2%
Des Moines Area Community College	17	6	35%	-2%
Western Iowa Tech Comm. College	2	2	100%	63%
Iowa Western Comm. College	10	7	70%	33%
Southwestern Comm. College	16	8	50%	13%
Indian Hills Comm. College	11	10	91%	54%
Southeastern Comm. College	18	6	33%	-4%
TOTAL	271	129	48%	11%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 37%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

*****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 12

Benchmark Comparison For Educational Functioning Level ABE Beginning Basic

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Basic

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	11	9	82%	42%
North Iowa Area Comm. College	21	14	67%	27%
Iowa Lakes Community College	6	4	67%	27%
Northwest Iowa Comm. College	11	6	55%	15%
Iowa Central Comm. College	3	3	100%	60%
Iowa Valley Community College Dist.	15	11	73%	33%
Hawkeye Comm. College	35	25	71%	31%
Eastern Iowa Community College Dist.	26	25	96%	56%
Kirkwood Community College	43	25	58%	18%
Des Moines Area Community College	37	10	27%	-13%
Western Iowa Tech Comm. College	18	13	72%	32%
Iowa Western Comm. College	26	13	50%	10%
Southwestern Comm. College	3	3	100%	60%
Indian Hills Comm. College	9	8	89%	49%
Southeastern Comm. College	21	14	67%	27%
TOTAL	285	183	64%	24%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 13

Benchmark Comparison For Educational Functioning Level ABE Intermediate Low

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (45%)
Northeast Iowa Comm. College	34	27	79%	34%
North Iowa Area Comm. College	45	40	89%	44%
Iowa Lakes Community College	7	6	86%	41%
Northwest Iowa Comm. College	10	5	50%	5%
Iowa Central Comm. College	19	16	84%	39%
Iowa Valley Community College Dist.	51	42	82%	37%
Hawkeye Comm. College	59	40	68%	23%
Eastern Iowa Community College Dist.	85	73	86%	41%
Kirkwood Community College	65	45	69%	24%
Des Moines Area Community College	174	82	47%	2%
Western Iowa Tech Comm. College	79	58	73%	28%
Iowa Western Comm. College	58	39	67%	22%
Southwestern Comm. College	6	6	100%	55%
Indian Hills Comm. College	53	42	79%	34%
Southeastern Comm. College	52	37	71%	26%
TOTAL	797	558	70%	25%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 45%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 14

Benchmark Comparison For Educational Functioning Level ABE Intermediate High

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Hi.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (45%)
Northeast Iowa Comm. College	119	83	70%	25%
North Iowa Area Comm. College	127	104	82%	37%
Iowa Lakes Community College	57	51	89%	44%
Northwest Iowa Comm. College	27	16	59%	14%
Iowa Central Comm. College	124	88	71%	26%
Iowa Valley Community College Dist.	187	135	72%	27%
Hawkeye Comm. College	141	97	69%	24%
Eastern Iowa Community College Dist.	564	505	90%	45%
Kirkwood Community College	221	171	77%	32%
Des Moines Area Community College	637	282	44%	-1%
Western Iowa Tech Comm. College	193	136	70%	25%
Iowa Western Comm. College	263	184	70%	25%
Southwestern Comm. College	53	42	79%	34%
Indian Hills Comm. College	260	209	80%	35%
Southeastern Comm. College	181	131	72%	27%
TOTAL	3,154	2,234	71%	26%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 45%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 15

Benchmark Comparison For Educational Functioning Level ASE Low

Program Type: Adult Secondary Education

Educational Functioning Level Category: ASE Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (50%)
Northeast Iowa Comm. College	55	46	84%	34%
North Iowa Area Comm. College	74	50	68%	18%
Iowa Lakes Community College	27	26	96%	46%
Northwest Iowa Comm. College	30	28	93%	43%
Iowa Central Comm. College	76	63	83%	33%
Iowa Valley Community College Dist.	66	53	80%	30%
Hawkeye Comm. College	83	74	89%	39%
Eastern Iowa Community College Dist.	237	225	95%	45%
Kirkwood Community College	206	183	89%	39%
Des Moines Area Community College	253	195	77%	27%
Western Iowa Tech Comm. College	150	113	75%	25%
Iowa Western Comm. College	200	168	84%	34%
Southwestern Comm. College	33	32	97%	47%
Indian Hills Comm. College	168	152	90%	40%
Southeastern Comm. College	125	109	87%	37%
TOTAL	1,783	1,517	85%	35%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 50%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

English-as-a-Second Language Benchmarks

The data displayed in Tables 16-20 provide the benchmark percentage comparisons for the English-as-a-Second Language instructional program and the five (5) educational functioning levels designated for this instructional program. The overall results indicated that:

- the overall state benchmarks for four out of five (**80.00%**) educational functioning levels met or exceeded the negotiated benchmarks;
- the overall state benchmark for one out of five (**20.00%**) educational functioning levels fell below the negotiated benchmark.

A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated the following results:

- **Table 16 - ESL Beginning Literacy:** The Program Year 2004 benchmark attainment was **59%** as compared to Program Year 2005 benchmark attainment of **86%** which **exceeded** the negotiated benchmark attainment level of **45%** for Program Year 2005 by **41%**. This benchmark was met or exceeded by 14 out of 14 (**100%**) community colleges. One community college did not report any data for this category.
- **Table 17 - ESL Beginning:** The Program Year 2004 benchmark attainment was **47%** as compared to Program Year 2005 benchmark attainment of **40%** which **exceeded** the negotiated benchmark attainment level of **40%** for Program Year 2005 by **20%**. This benchmark was met or exceeded by 15 out of 15 (**100%**) community colleges.
- **Table 18 - ESL Intermediate Low:** The Program Year 2004 benchmark attainment was **52%** as compared to Program Year 2005 benchmark attainment of **63%** which **exceeded** the negotiated benchmark attainment level of **40%** for Program Year 2005 by **23%**. This benchmark was met or exceeded by 15 out of 15 (**100%**) community colleges.
- **Table 19 - ESL Intermediate High:** The Program Year 2004 benchmark attainment was **51%** as compared to Program Year 2005 benchmark attainment of **61%** which **exceeded** the negotiated benchmark attainment level of **40%** for Program Year 2005 by **21%**. This benchmark was met or exceeded by 15 out of 15 (**100%**) community colleges.
- **Table 20 - ESL Low Advanced:** The Program Year 2004 benchmark attainment was **27%** as compared to Program Year 2005 benchmark attainment of **36%** which **fell below** the negotiated benchmark attainment level of **40%** for Program Year 2005 by **4%**. This benchmark was met or exceeded by 10 out of 15 (**67%**) community colleges.

The Program Year 2005 data for Iowa's ESL instructional program has improved significantly over Program Year 2004. **The major reason for the continuous improvement is due to the results of the statewide English Literacy Project.** The major goal of this project was to identify, pilot test and implement appropriate instruments to effectively and reliably measure and report educational functioning level gains and skill level gains in the area of listening. The project was implemented on a statewide basis during Program Year 2003. **Iowa's community colleges also made a concerted effort to improve benchmark performance for the ESL educational functioning levels.** This effort has been demonstrated by the improved performance in benchmark attainment when compared to benchmark attainment for Program Year 2004.

Table 16

Benchmark Comparison For Educational Functioning Level ESL Beginning Literacy

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Beg. Lit.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (45%)
Northeast Iowa Comm. College	0	0	N/A	N/A
North Iowa Area Comm. College	17	17	100%	55%
Iowa Lakes Community College	2	2	100%	55%
Northwest Iowa Comm. College	2	2	100%	55%
Iowa Central Comm. College	27	15	56%	11%
Iowa Valley Community College Dist.	32	27	84%	39%
Hawkeye Comm. College	24	22	92%	47%
Eastern Iowa Community College Dist.	58	56	97%	52%
Kirkwood Community College	13	8	62%	17%
Des Moines Area Community College	30	27	90%	45%
Western Iowa Tech Comm. College	13	13	100%	55%
Iowa Western Comm. College	2	2	100%	55%
Southwestern Comm. College	1	1	100%	55%
Indian Hills Comm. College	8	4	50%	5%
Southeastern Comm. College	2	2	100%	55%
TOTAL	231	198	86%	41%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 45%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 17

Benchmark Comparison For Educational Functioning Level ESL Beginning

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Beg.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	16	10	63%	23%
North Iowa Area Comm. College	26	23	88%	48%
Iowa Lakes Community College	6	6	100%	60%
Northwest Iowa Comm. College	24	16	67%	27%
Iowa Central Comm. College	118	57	48%	8%
Iowa Valley Community College Dist.	103	56	54%	14%
Hawkeye Comm. College	41	21	51%	11%
Eastern Iowa Community College Dist.	55	51	93%	53%
Kirkwood Community College	81	34	42%	2%
Des Moines Area Community College	150	93	62%	22%
Western Iowa Tech Comm. College	102	52	51%	11%
Iowa Western Comm. College	24	17	71%	31%
Southwestern Comm. College	2	2	100%	60%
Indian Hills Comm. College	60	44	73%	33%
Southeastern Comm. College	18	10	56%	16%
TOTAL	826	492	60%	20%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 18

Benchmark Comparison For Educational Functioning Level ESL Intermediate Low

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	11	7	64%	24%
North Iowa Area Comm. College	12	9	75%	35%
Iowa Lakes Community College	7	5	71%	31%
Northwest Iowa Comm. College	15	10	67%	27%
Iowa Central Comm. College	89	42	47%	7%
Iowa Valley Community College Dist.	73	40	55%	15%
Hawkeye Comm. College	47	26	55%	15%
Eastern Iowa Community College Dist.	30	23	77%	37%
Kirkwood Community College	47	30	64%	24%
Des Moines Area Community College	175	110	63%	23%
Western Iowa Tech Comm. College	75	56	75%	35%
Iowa Western Comm. College	19	16	84%	44%
Southwestern Comm. College	5	5	100%	60%
Indian Hills Comm. College	43	30	70%	30%
Southeastern Comm. College	7	5	71%	31%
TOTAL	655	414	63%	23%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 19

Benchmark Comparison For Educational Functioning Level ESL Intermediate High

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. High

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	20	14	70%	30%
North Iowa Area Comm. College	6	5	83%	43%
Iowa Lakes Community College	2	2	100%	60%
Northwest Iowa Comm. College	9	6	67%	27%
Iowa Central Comm. College	47	25	53%	13%
Iowa Valley Community College Dist.	38	23	61%	21%
Hawkeye Comm. College	26	11	42%	2%
Eastern Iowa Community College Dist.	24	19	79%	39%
Kirkwood Community College	49	20	41%	1%
Des Moines Area Community College	125	77	62%	22%
Western Iowa Tech Comm. College	49	31	63%	23%
Iowa Western Comm. College	7	3	43%	3%
Southwestern Comm. College	2	2	100%	60%
Indian Hills Comm. College	32	26	81%	41%
Southeastern Comm. College	4	3	75%	35%
TOTAL	440	267	61%	21%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Table 20

Benchmark Comparison For Educational Functioning Level ESL Low Advanced

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Low Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	23	12	52%	12%
North Iowa Area Comm. College	4	3	75%	35%
Iowa Lakes Community College	1	1	100%	60%
Northwest Iowa Comm. College	20	9	45%	5%
Iowa Central Comm. College	53	13	25%	-15%
Iowa Valley Community College Dist.	32	12	38%	-3%
Hawkeye Comm. College	26	8	31%	-9%
Eastern Iowa Community College Dist.	6	4	67%	27%
Kirkwood Community College	48	18	38%	-3%
Des Moines Area Community College	103	25	24%	-16%
Western Iowa Tech Comm. College	25	10	40%	0%
Iowa Western Comm. College	11	7	64%	24%
Southwestern Comm. College	4	4	100%	60%
Indian Hills Comm. College	26	12	46%	6%
Southeastern Comm. College	9	4	44%	4%
TOTAL	391	142	36%	-4%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2005: Table 4B, Column H.

Core Follow-up Measure Benchmarks

The intent of the NRS core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult literacy education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

Data Matching Methodologies

The results for the NRS core follow-up measure were obtained by data matching the state level Iowa adult literacy electronic program file for Program Year 2004 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies. Each agency can use the new, pooled data records or reports to understand the impact on their respective programs on participants and to obtain data to meet reporting and accountability requirements.

Data matching methods are particularly well suited for studying outcomes that occur some time after program participation. Given the follow-up mandates of the NRS, the data matching methodology is the ideal way for studying the core follow-up measures. The major advantage of data matching is that it is significantly less costly and time consuming than the local program survey methodology and provides valid, accurate and reliable data.

The Iowa Department of Education utilized the decentralized or *data harvesting* model of data matching whereby each agency maintains its own data records and each separate agency requests matches from the agency with the needed data. In order to data match with an outside agency, the requesting agency sends records containing Social Security numbers and other data needed for the analysis to another agency, along with the format of the data tables needed. The outside agency makes the matches and reports the data in the requested format. For example, in order to obtain GED test results, the state sends Social Security numbers of students who had a goal of passing the GED tests, along with the demographic and program information, to the state agency that conducts GED testing. The testing agency would match the records to produce a report on the number and characteristics of students who passed the GED tests.

The Iowa Department of Education utilized the following agencies, referenced in Exhibit 14, to obtain data match results for the NRS core follow-up measures.

Exhibit 14

Data Matching Schema For The NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching
Entered Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Retained Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Obtained GED or Adult Secondary School Diploma	GEDScoring.Com website	GEDScoring.Com Iowa GED Diploma File
Postsecondary Education or Training	Iowa Department of Education	Iowa Community College MIS File

Core Follow-up Measure Results

The NRS core follow-up measure results are presented for Tables 21-24.

- The data displayed in **Table 21** provides the benchmark percentage comparison for the “Entered Employment” follow-up measure. The results indicated that **the state benchmark exceeded the negotiated benchmark (63%) by nine percentage points**. A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated that the attainment level decreased from **76%** in Program Year 2004 to **72%** in Program Year 2005. This benchmark was met or exceeded by **13 out of 15 (87%)** community colleges.
- The data displayed in **Table 22** provides the benchmark percentage comparison for the “Retained Employment” follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark (78%) by nine percentage points**. A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated that the attainment level decreased from **88%** in Program Year 2004 to **87%** in Program Year 2005. This benchmark was met or exceeded by **12 out of 15 (80%)** community colleges.
- The data displayed in **Table 23** provides the benchmark percentage comparison for the “Obtained a GED or Secondary School Diploma” follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark (55%) by 30 percentage points**. A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated that the attainment level rose from **74%** for Program Year 2004 to **85%** for Program Year 2005. This benchmark was met or exceeded by **15 out of 15 (100%)** community colleges.
- The data displayed in **Table 24** provides the benchmark percentage comparison for the “Entered Postsecondary Education or Training” follow-up measure. The results indicated that the **state exceeded the negotiated benchmark (35%) by 19 percentage points**. A comparison of benchmark attainment results between Program Year 2004 and Program Year 2005 indicated that the attainment level **increased from 46%** for Program Year 2004 to **54%** for Program Year 2005.⁵ This benchmark was met or exceeded by **15 out of 15 (100%)** community colleges.

⁵ The data match results for Program Year 2005 included both credit and non-credit enrollees. The data match results indicated that the credit enrollees accounted for 52% (N=180) of the total and the non-credit enrollees accounted for 48% (N=164) of the total for a data match count of 344.

Table 21

Iowa's Results For NRS Core Follow-up Measure "Entered Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR ENTERED EMPLOYMENT	PERCENT ENTERED EMPLOYMENT	PERCENT BELOW OR ABOVE STATE BENCH MARK (63%)
Northeast Iowa Comm. College	8	6	75%	12%
North Iowa Area Comm. College	33	26	79%	16%
Iowa Lakes Community College	4	3	75%	12%
Northwest Iowa Comm. College	27	17	63%	0%
Iowa Central Comm. College	50	26	52%	-11%
Iowa Valley Community College Dist.	121	51	42%	-21%
Hawkeye Comm. College	28	23	82%	19%
Eastern Iowa Community College Dist.	105	77	73%	10%
Kirkwood Community College	62	53	85%	22%
Des Moines Area Community College	44	35	80%	17%
Western Iowa Tech Comm. College	33	27	82%	19%
Iowa Western Comm. College	16	11	69%	6%
Southwestern Comm. College	14	11	79%	16%
Indian Hills Comm. College	175	150	86%	23%
Southeastern Comm. College	90	67	74%	11%
TOTAL	810	583	72%	9%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 63%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2005 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of July 1, 2004 through September 30, 2005.

Table 22

Iowa's Results For NRS Core Follow-up Measure "Retained Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR RETAINED EMPLOYMENT	PERCENT RETAINED EMPLOYMENT	PERCENT BELOW OR ABOVE STATE BENCH MARK (78%)
Northeast Iowa Comm. College	14	14	100%	22%
North Iowa Area Comm. College	47	41	87%	9%
Iowa Lakes Community College	10	10	100%	22%
Northwest Iowa Comm. College	51	47	92%	14%
Iowa Central Comm. College	120	83	69%	-9%
Iowa Valley Community College Dist.	34	20	59%	-19%
Hawkeye Comm. College	107	97	91%	13%
Eastern Iowa Community College Dist.	95	87	92%	14%
Kirkwood Community College	200	190	95%	17%
Des Moines Area Community College	24	15	63%	-16%
Western Iowa Tech Comm. College	41	36	88%	10%
Iowa Western Comm. College	47	40	85%	7%
Southwestern Comm. College	15	15	100%	22%
Indian Hills Comm. College	148	128	86%	8%
Southeastern Comm. College	54	51	94%	16%
TOTAL	1,007	874	87%	9%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Retained Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 78%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2005 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of October 1, 2004 through September 30, 2005.

Table 23

Iowa's Results For NRS Core Follow-up Measure "Obtained a GED or Secondary School Diploma"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	PERCENT OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	% BELOW OR ABOVE STATE BENCHMARK (55%)
Northeast Iowa Comm. College	109	107	98%	43%
North Iowa Area Comm. College	68	64	94%	39%
Iowa Lakes Community College	60	57	95%	40%
Northwest Iowa Comm. College	40	29	73%	18%
Iowa Central Comm. College	94	86	91%	36%
Iowa Valley Community College Dist.	229	137	60%	5%
Hawkeye Comm. College	190	171	90%	35%
Eastern Iowa Community College Dist.	530	464	88%	33%
Kirkwood Community College	296	212	72%	17%
Des Moines Area Community College	218	151	69%	14%
Western Iowa Tech Comm. College	201	187	93%	38%
Iowa Western Comm. College	329	301	91%	36%
Southwestern Comm. College	57	54	95%	40%
Indian Hills Comm. College	174	172	99%	44%
Southeastern Comm. College	228	197	86%	31%
TOTAL	2,823	2,389	85%	30%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Obtained GED or Secondary School Diploma". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 55%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2005: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2005 and Iowa's GED candidate data base at GEDScoring.COM.

Table 24

Iowa's Results For NRS Core Follow-up Measure "Entered Postsecondary Education Or Training"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT BELOW OR ABOVE STATE BENCH MARK (35%)
Northeast Iowa Comm. College	24	15	63%	28%
North Iowa Area Comm. College	4	2	50%	15%
Iowa Lakes Community College	9	6	67%	32%
Northwest Iowa Comm. College	8	5	63%	28%
Iowa Central Comm. College	29	11	38%	3%
Iowa Valley Community College Dist.	67	49	73%	38%
Hawkeye Comm. College	17	13	76%	41%
Eastern Iowa Community College Dist.	217	94	43%	8%
Kirkwood Community College	22	18	82%	47%
Des Moines Area Community College	87	35	40%	5%
Western Iowa Tech Comm. College	28	23	82%	47%
Iowa Western Comm. College	26	12	46%	11%
Southwestern Comm. College	8	4	50%	15%
Indian Hills Comm. College	33	28	85%	50%
Southeastern Comm. College	56	29	52%	17%
TOTAL	635	344	54%	19%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Post-Secondary Education or Training". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2005 was 35%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2005: Table 5, Column D.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2005, the Iowa Department of Education's Community College MIS for the first quarter of Program Year 2005 (July 1, 2005 – September 30, 2005).

BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis and summary of benchmark attainment for Program Year 2005. This section documents the overall benchmark performance for each local program and each benchmark. The analysis results are displayed in summary Tables 25-32.

- **Tables 25-28:** Tables 25-28 provide a matrix of each community college district's benchmark performance for the state and federal mandated benchmarks.
- **Table 25:** Table 25 provides a matrix of each community college district's benchmark performance for the **five (5) state mandated benchmarks**. The benchmarks are: (1) pre/post assessment level percentage for the three (3) adult literacy instructional programs (ABE, ASE, ESL), (2) state GED pass rate, and (3) Iowa basic skills program percentage increase. Table 25 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each state mandated benchmark.
- **Table 26:** Table 26 provides a matrix of each community college district's NRS benchmark performance for the **Adult Basic Education and Adult Secondary Education** instructional programs and the five (5) associated educational functioning levels. Table 26 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each educational functioning level.
- **Table 27:** Table 27 provides a matrix of each community college district's NRS benchmark performance for the **English-as-a-Second Language** instructional program and the five (5) associated educational functioning levels. Table 27 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each educational functioning level.
- **Table 28:** Table 28 provides a matrix of each community college district's NRS benchmark performance for the **four (4) core follow-up measures**. Table 28 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each outcome measure.
- **Tables 29-32:** Tables 29-32 provide a **numerical and percentage analysis** of the state and federal benchmarks.
- **Table 29:** Table 29 provides a **numerical analysis** of the number of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 30:** Table 30 provides a **percentage analysis** of the percent of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 31:** Table 31 provides a **numerical analysis** of the number of community college districts for each benchmark which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 32:** Table 32 provides a **percentage analysis** of the percent of community college districts for each benchmark which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.

Table 25

**Benchmark Analysis Matrix Of Iowa's Community Colleges Benchmark Performance
For Pre/Post Assessment, GED Pass Rate And Basic Skills Certification**

COMMUNITY COLLEGE DISTRICT	PRE/POST ASSESSMENT INSTRUCTIONAL PROGRAM			GED PASS RATE	IOWA BASIC LITERACY SKILLS PERCENTAGE INCREASE
	Adult Basic Education	English-as-a-Second Language	Adult Secondary Education		
Northeast Iowa Comm. College	N	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	Y	Y	Y	Y
Iowa Central Comm. College	Y	Y	Y	Y	Y
Iowa Valley Community College Dist.	N	Y	N	Y	Y
Hawkeye Comm. College	N	Y	Y	Y	Y
Eastern Iowa Community College Dist.	N	Y	Y	Y	Y
Kirkwood Community College	Y	Y	Y	Y	Y
Des Moines Area Community College	Y	Y	Y	Y	Y
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	Y	Y
Southwestern Comm. College	N	Y	N	Y	Y
Indian Hills Comm. College	N	Y	Y	Y	Y
Southeastern Comm. College	N	Y	Y	Y	Y

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

Source: Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005; Tables 1-2.

State Aggregated NRS Report: Program Year 2005; Table 4B.

GED Pass Rate Report: GEDScoring.COM.

Table 26

**NRS Program Benchmark Analysis Matrix Of Iowa's Community Colleges Benchmark Performance
For The Adult Basic Education/Adult Secondary Education Instructional Programs**

COMMUNITY COLLEGE DISTRICT	ADULT BASIC EDUCATION (ABE) EDUCATIONAL FUNCTIONING LEVELS				ADULT SECONDARY EDUCATION (ASE) ASE LOW
	ABE Beginning Literacy	ABE Beginning Basic	ABE Intermediate Low	ABE Intermediate High	
Northeast Iowa Comm. College	Y	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	Y	Y	Y	Y
Iowa Central Comm. College	Y	Y	Y	Y	Y
Iowa Valley Community College Dist.	N	Y	Y	Y	Y
Hawkeye Comm. College	Y	Y	Y	Y	Y
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y
Kirkwood Community College	N	Y	Y	Y	Y
Des Moines Area Community College	N	N	Y	N	Y
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	Y	Y
Southwestern Comm. College	Y	Y	Y	Y	Y
Indian Hills Comm. College	Y	Y	Y	Y	Y
Southeastern Comm. College	N	Y	Y	Y	Y

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

The benchmark analysis was performed utilizing the data displayed in NRS Table 4B, Column H, as opposed to the data displayed in NRS Table 4, Column H. The data presented in NRS Table 4B is based on the number of adult enrollees who received pre-post assessments. The data presented in NRS Table 4 is based on the total number of adult enrollees.

Source: State Aggregated NRS Report: Program Year 2005; Table 4B

Table 27

**NRS Benchmark Analysis Matrix Of Iowa's Community Colleges Benchmark Performance
For The English-As-A-Second Language Instructional Program**

COMMUNITY COLLEGE DISTRICT	ENGLISH-AS-A-SECOND LANGUAGE (ESL) EDUCATIONAL FUNCTIONING LEVELS				
	ESL Beginning Literacy	ESL Beginning	ESL Intermediate Low	ESL Intermediate High	ESL Advanced Low
Northeast Iowa Comm. College	ND	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	Y	Y	Y	Y
Iowa Central Comm. College	Y	Y	Y	Y	N
Iowa Valley Community College Dist.	Y	Y	Y	Y	N
Hawkeye Comm. College	Y	Y	Y	Y	N
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y
Kirkwood Community College	Y	Y	Y	Y	N
Des Moines Area Community College	Y	Y	Y	Y	N
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	Y	Y
Southwestern Comm. College	Y	Y	Y	Y	Y
Indian Hills Comm. College	Y	Y	Y	Y	Y
Southeastern Comm. College	Y	Y	Y	Y	Y

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

The benchmark analysis was performed utilizing the data displayed in NRS Table 4B, Column H, as opposed to the data displayed in NRS Table 4, Column H. The data presented in NRS Table 4B is based on the number of adult enrollees who received pre-post assessments. The data presented in NRS Table 4 is based on the total number of adult enrollees.

Source: State Aggregated NRS Report: Program Year 2005; Table 4B

Table 28

**NRS Benchmark Analysis Matrix Of Iowa's Community Colleges
Benchmark Performance For The NRS Follow-Up Measures**

COMMUNITY COLLEGE DISTRICT	FOLLOW-UP MEASURES			
	Entered Employment	Retained Employment	Obtained a GED or Secondary School Diploma	Entered Postsecondary Educ. Or Training
Northeast Iowa Comm. College	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	Y	Y	Y
Iowa Central Comm. College	N	N	Y	Y
Iowa Valley Community College Dist.	N	N	Y	Y
Hawkeye Comm. College	Y	Y	Y	Y
Eastern Iowa Community College Dist.	Y	Y	Y	Y
Kirkwood Community College	Y	Y	Y	Y
Des Moines Area Community College	Y	N	Y	Y
Western Iowa Tech Comm. College	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	Y
Southwestern Comm. College	Y	Y	Y	Y
Indian Hills Comm. College	Y	Y	Y	Y
Southeastern Comm. College	Y	Y	Y	Y

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

Source: State Aggregated NRS Report: Program Year 2005; Table 5

Table 29

Benchmark Performance Reported By The Number Above Benchmark Level, Number Below Benchmark Level And Number No Data Reported Referenced By Iowa Community College District

Column A	Column B	Column C	Column D (Col. B + Col. C)	Column E	Column F (Col. D + Col. E)
COMMUNITY COLLEGE DISTRICT	NUMBER ABOVE BENCHMARK LEVEL	NUMBER BELOW BENCHMARK LEVEL	NUMBER OF BENCHMARKS REPORTED	NUMBER OF BENCHMARKS NO DATA REPORTED	TOTAL NUMBER OF BENCHMARKS
Northeast Iowa Comm. College	17	1	18	1	19
North Iowa Area Comm. College	19	0	19	0	19
Iowa Lakes Community College	19	0	19	0	19
Northwest Iowa Comm. College	19	0	19	0	19
Iowa Central Comm. College	16	3	19	0	19
Iowa Valley Community College Dist.	13	6	19	0	19
Hawkeye Comm. College	17	2	19	0	19
Eastern Iowa Community College Dist.	18	1	19	0	19
Kirkwood Community College	17	2	19	0	19
Des Moines Area Community College	14	5	19	0	19
Western Iowa Tech Comm. College	19	0	19	0	19
Iowa Western Comm. College	19	0	19	0	19
Southwestern Comm. College	17	2	19	0	19
Indian Hills Comm. College	18	1	19	0	19
Southeastern Comm. College	17	2	19	0	19

Source: State Aggregated NRS Report: Program Year 2005; Tables 4B and 5

Table 30

Benchmark Performance Reported By The Percent Above Benchmark Level, Percent Below Benchmark Level And Percent No Data Reported Referenced By Iowa Community College District

Column A	Column B	Column C	Column D (Col. B + Col. C)	Column E	Column F (Col. D + Col. E)
COMMUNITY COLLEGE DISTRICT	PERCENT ABOVE BENCHMARK LEVEL	PERCENT BELOW BENCHMARK LEVEL	PERCENT OF BENCHMARKS REPORTED	PERCENT OF BENCHMARKS NO DATA REPORTED	PERCENT TOTAL OF BENCHMARKS
Northeast Iowa Comm. College	89%	5%	95%	5%	100%
North Iowa Area Comm. College	100%	0%	100%	0%	100%
Iowa Lakes Community College	100%	0%	100%	0%	100%
Northwest Iowa Comm. College	100%	0%	100%	0%	100%
Iowa Central Comm. College	84%	16%	100%	0%	100%
Iowa Valley Community College Dist.	68%	32%	100%	0%	100%
Hawkeye Comm. College	89%	11%	100%	0%	100%
Eastern Iowa Community College Dist.	95%	5%	100%	0%	100%
Kirkwood Community College	89%	11%	100%	0%	100%
Des Moines Area Community College	74%	26%	100%	0%	100%
Western Iowa Tech Comm. College	100%	0%	100%	0%	100%
Iowa Western Comm. College	100%	0%	100%	0%	100%
Southwestern Comm. College	89%	11%	100%	0%	100%
Indian Hills Comm. College	95%	5%	100%	0%	100%
Southeastern Comm. College	89%	11%	100%	0%	100%

Source: State Aggregated NRS Report: Program Year 2005; Tables 4B and 5

Table 31

Benchmark Performance Reported By The Number Above Benchmark Level, Number Below Benchmark Level And Number No Data Reported Referenced By Instructional Program And Educational Functioning Level

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES REPORTING	NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL NUMBER OF COMMUNITY COLLEGES
STATE BENCHMARKS						
Pre/Post Assessment By Instructional Program						
Adult Basic Education (ABE)		8	7	15	0	15
English As-A-Second Language (ESL)		15	0	15	0	15
Adult Secondary Education (ASE)		13	2	15	0	15
OTHER STATE BENCHMARKS						
GED Pass Rate		15	0	15	0	15
Basic Skills Credential Increase		7	8	15	0	15
INSTRUCTIONAL PROGRAM (NRS Benchmarks)						
ADULT BASIC EDUCATION (ABE)	ABE Beginning Literacy	11	4	15	0	15
	ABE Beginning Basic	14	1	15	0	15
	ABE Intermediate Low	15	0	15	0	15
	ABE Intermediate High	14	1	15	0	15
ADULT SECONDARY EDUCATION (ASE)	ASE Low	15	0	0	0	15
ENGLISH AS-A SECOND LANGUAGE (ESL)	ESL Beginning Literacy	14	0	14	1	15
	ESL Beginning	15	0	15	0	15
	ESL Intermediate Low	15	0	15	0	15
	ESL Intermediate High	15	0	15	0	15
	ESL Advanced Low	10	5	15	0	15

Table 31 (Continued)

**Benchmark Performance Reported By The Number Above Benchmark Level, Number Below Benchmark Level
And Number No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES REPORTING	NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL NUMBER OF COMMUNITY COLLEGES
FOLLOW-UP MEASURES (NRS Benchmarks)						
Entered Employment		13	2	15	0	15
Retained Employment		12	3	15	0	15
Obtained a GED or Secondary School Diploma		15	0	15	0	15
Entered Postsecondary Education Or Training		15	0	15	0	15

Source: State Aggregated NRS Report: Program Year 2005; Tables 4B and 5
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005; Tables 1-2.

Table 32

**Benchmark Performance Reported By The Percent Above Benchmark Level, Percent Below Benchmark Level
And Percent No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	PERCENT OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES REPORTING	PERCENT OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL PERCENT OF COMMUNITY COLLEGES
STATE BENCHMARKS						
Pre/Post Assessment By Instructional Program						
Adult Basic Education (ABE)		53%	47%	100%	0	100%
English As-A Second Language (ESL)		100%	0%	100%	0	100%
Adult Secondary Education (ASE)		87%	13%	100%	0	100%
OTHER STATE BENCHMARKS						
GED Pass Rate		100%	0%	100%	0	100%
Basic Skills Credential Increase		47%	53%	100%	0	100%
INSTRUCTIONAL PROGRAM (NRS Benchmarks)						
ADULT BASIC EDUCATION (ABE)	ABE Beginning Literacy	73%	27%	100%	0	100%
	ABE Beginning Basic	93%	7%	100%	0	100%
	ABE Intermediate Low	100%	0%	100%	0	100%
	ABE Intermediate High	93%	7%	100%	0	100%
ADULT SECONDARY EDUCATION (ASE)	ASE Low	100%	0	0	0	100%
ENGLISH AS-A SECOND LANGUAGE (ESL)	ESL Beginning Literacy	93%	0%	93%	7%	100%
	ESL Beginning	100%	0%	100%	0%	100%
	ESL Intermediate Low	100%	0%	100%	0%	100%
	ESL Intermediate High	100%	0%	100%	0%	100%
	ESL Advanced Low	67%	33%	100%	0%	100%

Table 32 (Continued)

**Benchmark Performance Reported By The Percent Above Benchmark Level, Percent Below Benchmark Level
And Percent No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	PERCENT OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES REPORTING	PERCENT OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL PERCENT OF COMMUNITY COLLEGES
FOLLOW-UP MEASURES (NRS Benchmarks)						
	Entered Employment	87%	13%	100%	0	100%
	Retained Employment	80%	20%	100%	0	100%
	Obtained a GED or Secondary School Diploma	100%	0%	100%	0	100%
	Entered Postsecondary Education Or Training	100%	0%	100%	0	100%

Source: State Aggregated NRS Report: Program Year 2005; Tables 4B and 5
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005; Tables 1-2.

OBSERVATIONS AND SUMMARY

The purpose of this section is to summarize the benchmark results for Program Year 2005 and to provide observations which can serve as the basis for continuous program improvement. The following observations provide a summary of benchmark attainment:

- **Pre/Post Assessment Results** – An analysis of pre/post assessment results indicates that **79%** of the total enrollees who were pre-assessed were also post-assessed. This percentage represents a diligent effort to obtain post assessment results. **The goal for Program Year 2005 was to achieve a 70-75% pre/post assessment result for all program enrollees. This goal was met.**
- **State Benchmarks** – Iowa's adult literacy program met or exceeded **5 out of 5 (100.00%)** of the state mandated benchmarks.
- **Educational Gain Benchmarks** – An analysis of the educational gain benchmarks indicated that **7 out of 10 (70%)** educational functioning levels met or exceeded the negotiated benchmark levels for the "total enrollment" category. The three (3) educational functioning levels which did not meet the negotiated benchmark levels were: (1) "Beginning Literacy ESL", (2) "Beginning ESL", (3) "Low Advanced ESL". The analysis of the educational gains benchmarks for the "pre-post assessment" category indicated that **9 out of 10 (90%)** educational functioning levels met or exceeded the negotiated benchmark levels. The educational functioning level which did not meet the negotiated benchmark level was "Low Advanced ESL". **The educational functioning level of "Low Advanced ESL" did not meet the negotiated benchmark level for either the "total enrollment" or "pre-post assessment" categories.**
- **Follow-up Benchmarks** – Iowa exceeded the negotiated benchmark levels for the four follow-up core indicators (**100% attainment**).
- **Overall Benchmark Attainment** – Iowa's statewide adult literacy program met or exceeded **16 out of 19 (84%)** benchmarks when calculated against the "total enrollment" category for the "educational gain" benchmark category. Iowa's statewide adult literacy program met or exceeded **18 out of 19 (95%)** benchmarks when calculated against the "pre-post assessment" category for the "educational gain" benchmark category.
- **Incentive Grant Eligibility** – **Five out of 15 (33%)** community colleges met or exceeded 19 benchmarks and qualified for an incentive grant.

Program Year 2005 was the fifth year that Iowa's statewide adult literacy program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main area of focus for benchmark improvement during Program Year 2005 was the "Low Advanced ESL" educational functioning level. The areas in which the benchmarks were successfully attained by the majority of the local program providers were: (1) Intermediate ABE, Advanced ABE and ASE educational functioning levels, (2) entered employment, (3) retained employment, (4) GED diploma attainment, (5) entered post-secondary education and training, (6) pre-post assessment, (7) GED pass rate, and (8) basic skill credentials.

In summary, it was observed that:

- There was a **slight decrease** from Program Year 2004 to Program Year 2005 in the percentage of program enrollees who received pre-post assessments. The overall pre/post assessment rate **decreased** from 85% for Program Year 2004 to 79% for Program Year 2005. The decreases for the three instructional programs ranged from a nine percent decrease for ABE and a four percent decrease for both ESL and adult secondary. The overall goal for Program Year 2006 is to increase pre-post assessment percentages to the Program Year 2004 level, but by the same token, ensure that educational gains for ABE, ESL, and ASE instructional programs remain high.

- There was a significant improvement in ESL benchmark attainment over Program Year 2004. This improvement met an overall Iowa adult literacy program continuous improvement goal that was established for Program Year 2005. It also represented a focused effort on the part of the local adult literacy programs to improve benchmark performance for the ESL instructional program.
- The benchmark improvement goal for Program Year 2005 was to meet or exceed **90%** of the negotiated benchmark levels. **This goal was met.**
- The major focus area for benchmark attainment improvement for Program Year 2006 is the English-as-a-Second Language instructional program for the “**Low Advanced ESL**” educational functioning level.

This report provides base line benchmark data against which succeeding program year’s benchmark data can be evaluated. The benchmark data can serve as the basis for local and state program improvement for Program Year 2006. **The overall goal for benchmark improvement for Program Year 2006 is to maintain benchmark attainment at the 95% level.**

Appendix A

**A Description Of The Educational
Functioning Levels And Outcome
Measures For Adult Basic Education,
Adult Secondary Education And
English-As-A-Second Language**

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy Test Benchmark: CASAS: 134-200 Skill Level: 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education Test Benchmark: CASAS: 201-210 Skill Level: 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 211-220</p> <p>Skill Level: 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 221-235</p> <p>Skill Level: 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: CASAS: 236-245 Skill Level: 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark: CASAS: 246 and higher Skill Level: 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy Test Benchmark: CASAS: (Life Skills): 153-180 SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL Test Benchmark: CASAS: (Life Skills): 181-190 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL Test Benchmark: CASAS: (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL Test Benchmark: CASAS: (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL Test Benchmark: CASAS: (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Advanced ESL Test Benchmark: CASAS: (Life Skills): 236-245 SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Appendix B

Iowa's Adult Literacy Program National Reporting System Annual Performance Report For Program Year 2005

Table 1**Participants By Entering Educational Functioning Level, Ethnicity And Sex**

Enter the number of participants* by educational functioning level, **ethnicity, and ***sex.

Enter Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beg. Lit.	0	0	3	1	15	21	6	14	0	3	123	140	326
ABE Beg. Basic	5	5	4	2	46	64	13	16	2	3	97	125	382
ABE Int. Low	12	20	9	13	106	124	44	63	3	5	252	394	1,045
ABE Int. High	42	49	26	25	205	261	154	217	7	6	1,216	1,521	3,729
ASE Low	29	21	12	15	56	73	58	83	4	4	845	764	1,964
ASE High	9	6	5	2	25	15	12	14	2	0	311	227	628
ESL Beg. Lit	0	0	20	45	21	12	160	209	0	1	11	9	488
ESL Beg.	1	2	83	144	51	35	441	491	3	4	29	32	1,316
ESL Int. Low	0	4	44	111	26	17	290	334	0	3	24	48	901
ESL Int. High	2	0	46	80	17	10	175	217	3	1	22	64	637
ESL Low Advanced	2	2	40	95	18	8	153	173	3	3	22	54	573
Total	102	109	292	533	586	640	1,506	1,831	27	33	2,952	3,378	11,989

* A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

** See attached definitions for educational functioning levels. California, in determining the educational functioning level for Tables 1, 4A and 4B, used first reading pretest scores and in its absence, the endorsed ABE or ESL Instructional Level from the Student Entry Record.

*** A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. California Data for 1999-00, in cases where more than one ethnicity was endorsed, chose the ethnicity that is least representative of the overall population.

Table 2

Participants By Age, Ethnicity And Sex

Enter the number of participants by age, * ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	24	33	14	15	93	122	144	131	5	5	773	686	2,045
19-24	45	48	49	93	205	234	435	432	12	8	1,091	1,243	3,895
25-44	31	27	142	309	250	237	776	1,073	7	15	830	1,149	4,846
45-59	2	1	52	86	29	38	129	157	1	5	197	244	941
60 and Older	0	0	35	30	9	9	22	38	2	0	61	56	262
Total	102	109	292	533	586	640	1,506	1,831	27	33	2,952	3,378	11,989

* Participants should be classified based upon their age at entry. For participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table.

The totals in Columns B-M should equal the totals in Columns B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

Table 3

Participants By Program Type And Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	1,232	2,060	1,746	345	99	5,482
Adult Secondary Education	639	1,050	765	118	20	2,592
English-as-a-Second Language	174	785	2,335	478	143	3,915
Total	2,045	3,895	4,846	941	262	11,989

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

Table 4 (Total Enrollment)

Educational Gain And Attendance By Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	326	30,177	129	94	37	160	39.6%
ABE Beg. Basic	382	32,338	183	112	76	123	47.9%
ABE Int. Low	1,045	65,948	558	258	191	296	53.4%
ABE Int. High	3,729	178,693	2,234	597	568	927	59.9%
ASE Low	1,964	78,449	1,517	259	167	280	77.2%
ASE High	628	23,546	422	63	119	87	67.2%
ESL Beg. Lit	488	29,143	198	137	132	158	40.6%
ESL Beg.	1,316	99,007	492	337	340	484	37.4%
ESL Int. Low	901	75,092	414	270	187	300	45.9%
ESL Int. High	637	52,850	267	173	144	226	41.9%
ESL Low Adv.	573	48,486	142	70	194	237	24.8%
Total	11,989	713,729	6,556	2,370	2,155	3,278	54.7%

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

* Completion of ASE high level is attainment of a secondary credential or passing GED test.

Table 4-B (Only Learners with Paired Test Data)

Educational Gain And Attendance By Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	271	28,416	129	94	19	123	47.6%
ABE Beg. Basic	285	28,864	183	112	31	71	64.2%
ABE Int. Low	797	57,998	558	258	76	163	70.0%
ABE Int. High	3,154	162,551	2,234	597	333	587	70.8%
ASE Low	1,783	74,023	1,517	259	89	177	85.1%
ASE High	599	22,628	422	63	103	74	70.5%
ESL Beg. Lit	231	19,512	198	137	20	13	85.7%
ESL Beg.	826	79,562	492	337	138	196	59.6%
ESL Int. Low	655	64,102	414	270	79	162	63.2%
ESL Int. High	440	43,496	267	173	58	115	60.7%
ESL Low Adv.	391	40,425	142	70	97	152	36.3%
Total	9,432	621,577	6,556	2,370	1,043	1,833	69.5%

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

* Completion of ASE high level is attainment of a secondary credential or passing GED test.

Table 5

Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage of achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment *	828	N/A	810	98%	583	72.0%
Retained Employment **	1,024	N/A	1,007	98%	874	86.8%
Obtained a GED or secondary school diploma ***	2,855	N/A	2,823	99%	2,389	84.6%
Placed in postsecondary education or training ****	723	N/A	635	88%	344	54.2%

* Report this outcome for participants who were unemployed at entry and who had a main or secondary goal of obtaining employment. Only participants who exited during the reporting period should be counted for this measure.

** Report in the table cell of Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who entered employment by the first quarter after program exit, and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment. Report in the table cell of Column C the number of these participants who were employed in the third quarter after program exit. However, exclude both table cells all participants who exited in the fourth quarter of the program year (see page 48 of the Implementation Guidelines for explanation).

*** Report this outcome for participants with a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent.

**** Report this outcome for participants with a main or secondary goal of placement in postsecondary education or training.

Each row total in Column D is calculated using the following formula: $D = \text{Column C} / \text{Column B}$.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 6**Participant Status And Program Enrollment**

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program	Number
(A)	(B)
Disabled	308
Employed	4,476
Unemployed	5,547
Not in Labor Force	1,336
On Public Assistance	1,423
Living in Rural Areas *	5,940
Program Type	
In Family Literacy Programs **	120
In Workplace Literacy Programs **	90
In Programs for the Homeless**	21
In Programs for Work-based Project Learners **	20
Institutional Programs	
In Correctional Facilities	270
In Community Correctional Programs	531
In Other Institutional Settings	196
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	23
Single Parent	1,237
Dislocated Worker	40
Learning Disabled Adults	295

* Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

** Participants counted here must be in program specifically designed for that purpose.

Table 7

Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status

	Adult Education Personnel		
Function	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
State-level Administrative/Supervisory/Ancillary Services	0	4	0
Local-level Administrative/Supervisory/Ancillary Services	17	27	0
Local Teachers	372	13	89
Local Counselors	1	0	0
Local Paraprofessionals	23	3	276

In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Table 8 (Optional)

Outcomes For Adults In Family Literacy Programs

Enter the number of participants in family literacy programs for each of the categories listed.

Outcomes Measures	Number of Family Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	120					
Entered employment *	2					
Retained employment *	7					
Obtained a secondary school diploma or GED *	6					
Entered postsecondary education or training *	0					
Increased involvement in children's education***	40					
Help more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased involvement in children's literacy activities***	40					
Reading to children						
Visiting Library						
Purchasing books or magazines						

* See definitions of core outcome measures in Table 5.

** Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted in this row only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with school work and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

*** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 9 (Optional)

Outcomes For Adults In Workplace Literacy Programs

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Follow-up Measure	Number of Workplace Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	90					
Entered Employment *	0					
Retained Employment *	31					
Obtained a secondary school diploma or GED *	7					
Placed in postsecondary education or training *	2					

* See definitions of core outcome measures in Table 5.

** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 10 (Optional)

Outcomes For Adults In Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Measure	Number of Participants in Correctional Education Programs with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	765					
Entered Employment *	189					
Retained Employment *	62					
Obtained a secondary school diploma or GED *	197					
Placed in postsecondary education or training *	44					

* See definitions of core outcome measures in Table 5.

** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 11 (Optional)

Secondary Outcome Measures

Enter the number of participants for each of the categories listed.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal or Status	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)
Achieved work-based project learning goal	20		
Left public assistance	225		
Achieved citizenship skills	69		
Increased involvement in children's education *	5,190		
Increased involvement in children's literacy activities *	5,190		
Voted or registered to vote	69		
Increased involvement in community activities	310		

Each row total in Column D is calculated using the following formula: $D = \text{Column C} / \text{Column B}$

* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 since it includes all participants who achieved this goal.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 12 (Optional)

Work-Based Project Learners By Age, Ethnicity And Sex

Enter the number of work-based project learners by age, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	0	0	0	0	0	0	0	0	0	0	1	0	1
19-24	0	0	0	0	1	0	0	2	0	0	1	0	4
25-44	0	0	0	0	1	0	1	6	0	0	2	1	11
45-59	0	0	0	0	0	0	2	0	0	0	1	0	3
60 and Older	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	0	0	0	0	2	0	3	8	0	0	5	2	20

Only participants designated as work-based project learners are included in this table. These participants should are not included in Tables 1-5.

The total in Column N should equal the number of work-based project learners reported in Table 6

* Participants should be classified based on their age at entry.

Table 13 (Optional)

Core Follow-Up Outcome Achievement For Prior Reporting Year And For Unintended Outcomes

Enter the number of participants in correctional education programs for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal
(A)	(B)	(C)
Entered Employment	0	0
Retained Employment	0	0
Obtained a secondary school diploma or GED	0	0
Placed in postsecondary education or training	0	0

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5), but were not reported in the prior program year.

For Column C, report the number of participants who achieved the outcome in the current reporting year but did not have the outcome as a main or secondary goal.